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ABSTRACT

This report presents information about Idaho programs and services for exceptional students (those with disabilities or gifts and talents requiring special educational services) for the 1999-2000 school year. First, four major accomplishments of the state department of education are listed including activities supported by a federal state improvement grant, the monitoring system, training and technical assistance, and establishment of alternate assessment and extended achievement standards. Results for students with disabilities are reported in terms of accomplishments, opportunities for improvement, qualified personnel, disproportionality based on race, long-term suspensions and expulsions, and post-school outcomes. Next, data on school district programs and services are presented including number of special education students served, related services, and placement in the least restrictive environment. The last three sections concerning students with disabilities address resolution of special education disputes, special education funding, and the unmet needs of students with disabilities. Information provided for gifted and talented students includes identification of two Department of Education accomplishments and data on numbers of gifted/talented students served, the services provided, gifted and talented funding, and four unmet needs of gifted and talented students. Four appendices provide additional data on funding and number of students served by district. (DB)

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Serving Exceptional Children

A Report to the Idaho Legislature January 2001

Presented by
Dr. Marilyn Howard
State Superintendent of Public Instruction

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INTRODUCTION

This report provides information on 1999-2000 school year activities involving exceptional students. The term "exceptional students" refers to individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations, or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Act (IDEA) Amendments of 1997, state law, and regulations. Gifted and talented programs in Idaho are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

The establishment of performance goals in 1998-99 is playing a pivotal role in serving students with disabilities. Performance goals provide direction in five key areas:

- graduation and dropout rates
- participation in and performance on statewide assessments
- post-school outcomes
- suspension and expulsion rates
- the quality of personnel serving students with disabilities

The Bureau of Special Education recently completed an extensive self-assessment of early intervention services and special education services for children and youth with disabilities. This assessment was required by the IDEA and was conducted collaboratively by the Bureau of Special Education (Part B of the IDEA) and the Infant Toddler Program (Part C of the IDEA) from the Department of Health and Welfare. The results of the assessment were submitted December 22, 2000, to the U.S. Department of Education's Office of Special Education Programs.

The assessment included over 70 stakeholders from throughout the state and focused on four areas: (1) general supervision, (2) free and appropriate public education in the least restrictive environment, (3) parent involvement and (4) secondary transition. As part of the assessment, stakeholders made recommendations for improvement in each of these four areas and prioritized a list of the top 16 recommendations (see page 21).

The completion of this assessment marks the first step in the continuous improvement monitoring process. Future reports to the legislature will include progress toward implementing the 16 recommendations for improving special education in Idaho.

Note: This report was prepared by the Idaho State Department of Education (SDE), Bureau of Special Education, pursuant to Idaho Code §33-1007 and was partially funded by grant number H027A980088A pursuant to the Individuals with Disabilities Education Act.

A. STATE DEPARTMENT OF EDUCATION ACCOMPLISHMENTS ON BEHALF OF STUDENTS WITH DISABILITIES

- **State Improvement Grant**: With the support of this five-year (1999-2004) grant from the U.S. Department of Education, the State Department of Education was able to launch the following activities in support of long-range planning toward systematic change:

  — Special education personnel throughout the state participated in the development of student achievement standards.

  — Three schools in Idaho became pilot sites for a Results-Based Model (RBM) of problem solving, which features data-driven decision making in order to produce better outcomes for all students.

  — In partnership with Idaho Parents Unlimited (IPUL), the State Department of Education increased the amount of technical assistance and training offered to parents to help them better understand and participate in school reform initiatives.

  — In partnership with Idaho's MOST (Maximizing Opportunities for Students and Teachers), the State Department of Education developed standards for most special education and related services certificates.

  — Standards for paraprofessionals serving special needs students were developed.

  — A training clearinghouse Web site (www.clearinghouse.uidaho.edu) was developed by the Center on Disabilities and Human Development (CDHD) at the University of Idaho, allowing statewide access to scheduled training events sponsored by the State Department of Education and other organizations.

  — Over $100,000 in scholarships, assistantships and stipends were made in 93 awards through institutions of higher education to persons preparing to serve in special education in Idaho.

  — A study on the factors that influence job satisfaction for special education teachers was completed.

- **Monitoring System**: As part of the monitoring system initiated in 1998-99, the State Department of Education issued a report to each district that specified *district wide* statistics concerning annual graduation and dropout rates, participation in statewide testing, reading levels and other critical data. This information, which focuses on student results, is needed to promote self-evaluation, strategic planning and continuous improvement. The State Department of Education will continue to issue district reports annually.

- **Training and Technical Assistance**: The State Department of Education provided a wide range of special education training and technical assistance to general and special education teachers and administrators, related services providers, paraprofessionals and parents.

Training topics included behavior issues, discipline, inclusion, curriculum adaptations, Results-Based Model components, curriculum-based assessment, instructional strategies in written expression and reading, progress monitoring, writing Individualized Education Programs (IEPs), functional behavioral assessments, rules and regulations, secondary transition, assistive technology and study skills.

- **Alternate Assessment and Extended Achievement Standards**: An alternate assessment and extended achievement standards were developed by a task force that included State Department of Education staff, two consultants, administrators, consulting teachers, parents and special education teachers. The alternate assessment is required by the Individuals with Disabilities Education Act to ensure the participation of children with disabilities in general state and district wide assessment programs. The State Department of Education implemented the alternate assessment in the fall of 2000; results will be available in the summer of 2001.

B. RESULTS FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act Amendments of 1997 require the state to establish performance goals and indicators for children with disabilities that are consistent, to the maximum extent appropriate, with goals and standards established for all other children. Every two years, the state must report to the U.S. Department of Education and the public progress in meeting these goals.

In September 1998, a task force of general and special educators and State Department of Education personnel selected the following performance goals concerning students with disabilities:

- increase the graduation rate
- decrease the dropout rate
- include all students in statewide assessments
- improve academic performance
- increase the quality of personnel
- decrease suspensions and expulsions
- improve post-school outcomes

The State Department of Education reports the results of performance goals and indicators for each school district as well as a statewide aggregate. Data from the reports is incorporated into the special education monitoring process and is increasingly used at both the state and district level to determine priorities, set policies and allocate resources. It should be noted that although initial student expectations for post-school outcomes are reported, longitudinal data will not be available until 2005. The 1999-2000 statewide report begins on page 6 of this document. Highlights from the statewide report are listed below under "Accomplishments" and "Opportunities for Improvement."

Accomplishments

- Graduation rate increased by 4.5 percent.
- Dropout rate improved by 1.35 percent.
- The number of special education students participating in statewide ITBS/TAP testing increased 5.6 percent. (ITBS/TAP refers to the Iowa Test of Basic Skills/Tests of Achievement and Proficiency).
- Strong participation by special education students in the Idaho Reading Indicator.
- The Idaho alternate assessment, aligned with the statewide achievement standards, has been fully implemented as the statewide assessment for students who are working on the

prerequisite-skills level and are not able to participate in regular statewide assessments due to the severe impact of their disability. This provides academic accountability for all special education students.

- Improvement toward reducing the over-representation of Hispanics and Native American students identified with a cognitive impairment.
- A greater percentage of Hispanic students are receiving services in the general education setting, resulting in a decrease in placements in the more restrictive settings such as resource rooms and separate special education schools.
- Academic performance by special education students on the ITBS/TAP tests increased in 4 grades and remained unchanged in 3 grades, in spite of test re-norming that raised the bar.
- Identification rates for special education are remaining lower than the national average.
- Students in Idaho schools are far more likely to be served in less restrictive settings than is typical across the nation.
- A longitudinal study concerning post-school outcomes has been initiated to track the success of former special education students. The study will track the class of 2000 through the class of 2004 for 5 years each. Only former special education students who have met regular graduation requirements or Individualized Education Program (IEP) graduation requirements will be included in this study.

Opportunities for Improvement

- Decrease in the number of special education students reported as participating in the Direct Writing and Direct Math Assessments.
- Decreased academic performance on the Direct Writing and Direct Math Assessments.
- Shortage of special education personnel resulting in an increased number of personnel with emergency credentials and 19 unfilled positions.
- Increased over-representation of Native American and Hispanic students in special education programs.
- Over-representation of both Native American and Hispanic students identified as having a learning disability.
- Over-representation of Hispanic students identified as having a language impairment.
- Over-representation of young Hispanic students identified as having a developmental delay.

- Over-representation of Native American and Hispanic students placed in residential programs.

1999-2000 Idaho Statewide Special Education Data Report

Table 1
1999-2000 Idaho Statewide Special Education Data Report

Performance Indicator	1997-1998 State Avg.	1998-1999 State Avg.	Comments
Graduation Rate	37.64%	42.14%	Improvement of 4.5%
Dropout Rate (Note year change)	9.85%	8.50%	Improvement of 1.35%.
Performance Indicator	**1998-1999 State Avg.**	**1999-2000 State Avg.**	**Comments**
Participation ITBS/TAP	10,461	11,043	241% increase in special education student participation in ITBS/TAP testing between the 1997-1998 (4,589 students) and 1999-2000 school years.
Participation Direct Writing (DWA) Direct Math (DMA)	4th DWA 1,496 8th DWA 1,399 11th DWA 664 4th DMA 1,508 8th DMA 1,289	4th DWA 1,315 8th DWA 1,286 11th DWA 629 4th DMA 1,404 8th DMA 1,186	Decreased participation numbers statewide is a concern. This may be the result of inaccurate coding of test participants who are special education students rather than an indication that students are excluded.
Participation Idaho Reading Indicator (IRI)		Winter IRI Statewide K 956 students = 60% 1st 1,366 students = 69% 2nd 1,626 students = 73% 3rd 1,827 students = 72%	Some data submitted by districts was curious. Improvements are being made to the data collection process to ensure more accurate data in the future.
Discipline Suspensions/Expulsions	81	91	Based on the increase in the entire special education population from 1998-1999 to 1999-2000, this is a very small increase of 0.02%.
Racial Disproportionality Identification as a Student with a Disability (Number of students over expected range)	Hispanics over 257 Native Am. over 169	Hispanics over 310 Native Am. over 192	Increasing over-representation of both Hispanics and Native Americans in special education programs is a concern.
Racial Disproportionality Identification of Specific Disabilities (Number of students over expected range)	**Learning Disability:** Hispanics over 107 Native Am. over 153 **Cognitive Impairment:** Hispanics over 130 Native Am. over 23 **Language Impairment:** Hispanics over 137 **Developmental Delay:** Hispanics over 136	**Learning Disability:** Hispanics over 139 Native Am. over 158 **Cognitive Impairment:** Hispanics over 114 Native Am. over 11 **Language Impairment** Hispanics over 171 **Developmental Delay:** Hispanics over 147	**Improvement:** • The decreasing number of both Hispanics and Native Americans identified as students with a cognitive impairment. **Concerns:** • The increase in the number of both Hispanics and Native Americans identified as students with a learning disability. • The increase in the number of Hispanics identified as having a language disability. • The increase in the number of young Hispanic identified as having a developmental delay.
Racial Disproportionality	**Regular Class:** Hispanics under 106	**Regular Class:** Hispanics under 82	**Improvement:**

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Service Location (LRE) (Number of students over/under expected range)	**Resource Classes:** Hispanics over 320 Native Am. over 108 **Separate Classes:** Hispanics over 31 **Separate SpEd School:** Hispanics over 91 **Residential Programs:** Hispanic over 2 Native Am. over 5	**Resource Classes:** Hispanics over 287 Native Am. over 136 **Separate Classes:** Hispanics over 69 **Separate SpEd School:** Hispanics over 86 **Residential Programs:** Hispanics over 2 Native Am. over 7	▪ Greater number of Hispanics receiving services in the regular education setting. ▪ Decrease in the number of Hispanics educated in resource classrooms. ▪ Decrease in the number of Hispanics placed in separate special education schools. **Concerns:** ▪ Increase in the number of Native Americans receiving special education services in resource classrooms. ▪ Increase in the number of Native Americans placed in residential programs.
Academic Performance ITBS/TAP	3rd 15 NPR 4th 18 5th 13 6th 16 7th 12 8th 18 9th 10 10th 14 11th 19	3rd 17 NPR 4th 19 5th 13 6th 16 7th 13 8th 16 9th 11 10th 14 11th 17	Improvement is noted in 4 grades and an additional 3 grades remained unchanged in spite of test re-norming that raised the bar. The challenge is to narrow the gap between the test scores of students with and without disabilities. **Note**: The NPR (national percentile rank) compares *special education* students in Idaho to *all* students nationally. For example, in 1999-2000, Idaho third-graders in special education programs scored as well as or better than 17 out of 100 third-graders across the nation on the ITBS/TAP. A score of 50 is average.
Academic Performance Direct Writing (DWA) Direct Math (DMA)	4th DWA 1.9 8th DWA 1.8 11th DWA 2.3 4th DMA 2.1 8th DMA 1.7	4th DWA 1.8 8th DWA 1.8 11th DWA 2.3 4th DMA 2.0 8th DMA 1.5	No increases. Two grades remained the same and three decreased. The goal is to score "satisfactory" with a 3.0.
Academic Performance Idaho Reading Indicator (IRI)		Statewide Fall 2000 At Near Below K 16% 25% 58% 1 14% 19% 66% 2 8% 22% 68% 3 8% 11% 79%	Statewide Winter 1999 At Near Below K 10% 43% 47% 1 13% 15% 72% 2 10% 13% 77% 3 13% 11% 76% This is a baseline year.
Percentage of children ages 3-21 served by special education	9.80%	10.21%	Increase of 0.41% in the number of students identified as having a disability. Idaho's identification rate is lower than the national average.
Service Location (LRE)		More Idaho students are served in less restrictive settings than is typical nationally. Idaho Regular Class 61.19% Resource Rm. 24.27% Separate Class 6.72% Sep. SpEd Sch. 5.79% Residential 0.35%	National statistics regarding service location for 1999-2000: National Regular Class 46.22% Resource Rm. 26.71% Separate Class 22.42% Sep. SpEd Sch. 2.26% Residential 0.39%
Certified Staff		▸57 districts fully certified ▸36 districts have some staff with emergency credentials ▸19 unfilled positions ▸FTE of unfilled positions: 15.65	There is a national shortage of special education personnel. This issue is being researched in Idaho, and the outcome is expected to result in policies and incentives that will help remove barriers and increase the available number of special education certificated personnel.

Qualified Personnel

School districts that are unable to fill vacancies with certificated educators must seek approval from the State Department of Education to hire candidates who do not meet the state's standards. Candidates who do not meet the standards for special education and related services positions are being hired under letters of authorization (LOAs) or as consultant specialists. Compared to 1999-99, there was a 27.5 percent increase in the use of individuals hired under LOAs and as consultant specialists to fill special education vacancies. While only 12.5 percent of all certificated staff employed by Idaho school districts were in special education or related assignments in 1999-2000, 61.5 percent of all individuals hired under LOAs and 22.7 percent of all consultant specialists served in special education or related assignments. Table 2 summarizes special education personnel shortages.

Table 2
Special Education Personnel Shortages in 1999-2000

Position	**Number of Personnel Employed with a Letter of Authorization**	**Number of Personnel Employed as Consultant Specialists**
Special Education Teacher	29	25
Early Childhood Special Education Teacher	6	6
Speech/Language Pathologist	3	7
School Psychologist	1	6
Director of Special Education	1	3
Consulting Teacher	0	1
TOTAL for Special Education	**40**	**48**
TOTAL for Special and General Education	**65**	**211**

The type and number of special education personnel employed by Idaho school districts in 1999-2000 are listed in table 3 below. Table 3 shows that school districts rely heavily on support and assistance from paraprofessionals.

Table 3
Special Education Personnel in Idaho School Districts in 1999-2000

Position	Full-Time Equivalents Employed	Actual Number Employed	Actual Number Contracted
Early Childhood Special Education Teachers	114.64	136	0
Elementary Special Education Teachers	559.76	682	0
Secondary Special Education Teachers	451.87	671	0
Total Special Education Teachers	**1126.27**	***1489**	**0**
Speech/Language Therapists	182.28	205	24
School Psychologists	115.13	131	7
Psychological Examiners	6.01	10	4
Special Education Administrators (Directors, Supervisors and Coordinators)	51.42	63	0
Occupational Therapists	10.88	15	58
Physical Therapists	2.3	4	47
School Social Workers	58.90	69	3
Rehabilitation Counselors**	9	9	0
Audiologists	4.8	7	4
Total Certificated Personnel	**1566.99**	**2002**	**147**
Instructional Assistants	1777.52	2288	0
Related Services Assistants	58.73	78	0
Interpreters	46.97	58	0
Certificated and Noncertificated Personnel	**3450.21**	**4426**	**147**

* Unduplicated total—some teachers work with students from more than one age level.

** Refers to the number of counselors employed by the Division of Vocational Rehabilitation (DVR) who are assigned full time to schools. The DVR also employs 48 counselors statewide who serve adults and students.

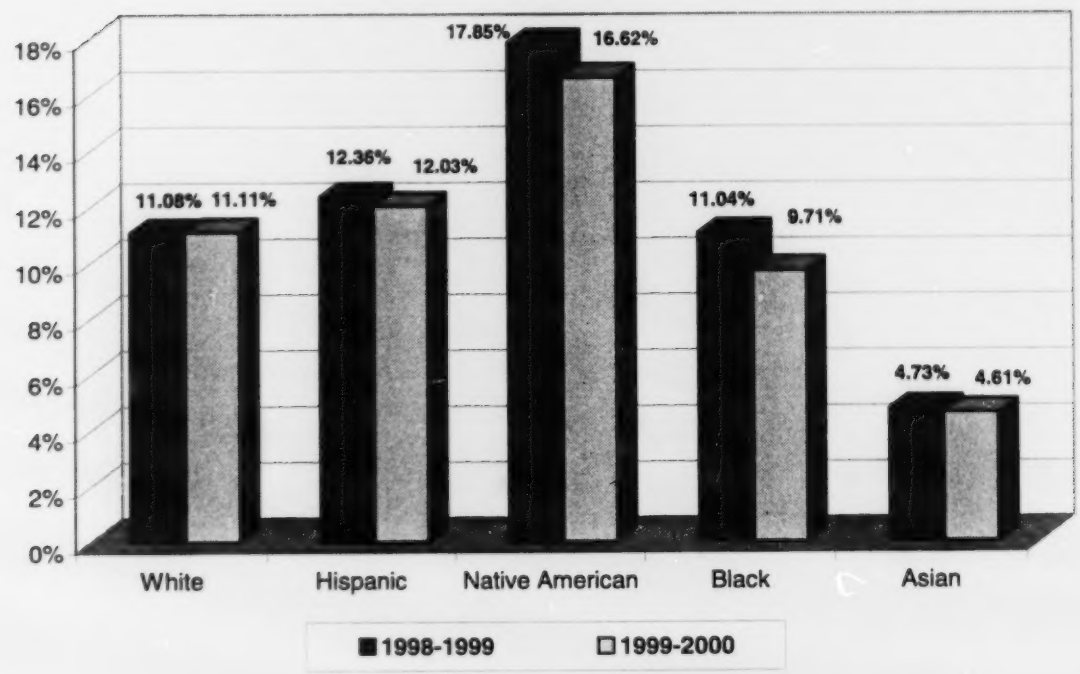
Disproportionality Based on Race

Federal law prohibits discrimination based on race. Fair treatment includes the use of valid and unbiased procedures to determine eligibility for special education and placement in the least restrictive environment. Disproportionality figures are an indication of whether these procedures are being carried out in an unbiased manner.

Idaho has chosen to use the "equity formula," or E-formula, established by the Ninth U.S. Circuit Court of Appeals, to determine if significant disproportionality based on race exists in special education. The E-formula is based on the overall ethnic composition of the state and allows for a standard error of measurement that results in an expected range. Data for 1999-2000 indicates that both Hispanic and Native American students in Idaho continued to be identified for special education services at a higher-than-expected rate. Table 1 beginning on page 6 lists, among other things, three areas of "Racial Disproportionality" and the degree of over- or under-identification based on the E-formula.

The chart below compares the percentage of students identified for special education services by race for the past two years.

Fig. 1. Percentage of All Students of Same Race Identified for Special Education Services



Long-Term Suspensions and Expulsions

During the 1999-2000 school year, the number of special education students suspended more than ten school days, or expelled, increased from 81 to 91. This is a very small increase of 0.02 percent. Very few special education students (0.33 percent) were expelled or suspended more than ten days. This reflects the fact that several districts have implemented improved policies and procedures to better meet students needs. By offering more educational options, districts are allowing at-risk students to continue their education in more restrictive settings rather than being suspended/expelled. However, there is a concern that, of the 91 special education students expelled or suspended more than ten days, six districts that serve only 11.3 percent of the special education students in the state, contributed 39.6 percent of the number of students excluded from school. Under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, these districts are required to file a plan of improvement. Of the districts reported last year with significantly high numbers of suspensions or expulsions, three out of four have met their legal obligation and corrected practices leading to deficiencies.

A comparison of special education and general education suspension and expulsion rates is being hampered by separate and different reporting systems. Different collection requirements in the IDEA and the Safe and Drug Free Schools Act contribute significantly to this problem. Efforts are underway to unify, or modify, the manner in which data is collected to allow for meaningful comparisons.

Post-School Outcomes

The State Department of Education uses an independent contractor to collect post-school outcome data by means of a survey. The purpose of the survey is to determine the level of post-school success experienced by former students with disabilities. Specifically, this project tracks, for five years, former students with disabilities who have completed regular graduation requirements or Individualized Education Program (IEP) graduation requirements. Individuals receive a letter from the State Department of Education annually, accompanied by a short survey at the end of the first, third and fifth years. Table 4 lists responses to the initial survey from the class of 2000.

Table 4
Post-School Outcomes for Graduates with Disabilities

	Graduates from the Class of 2000 (first-year survey*)
Expects to be working full time	34.8%
Expects to be working part time	13.7%
Plans to attend four-year college	17.8%
Plans to attend two-year college	17.5%
Plans to attend vocational or technical school	21.9%
Plans to join the military	6.9%
Reports positive learning experience in high school	80.9%
Believes he or she is prepared for the transition to college or the workplace at an average or better than average level.	88.4%

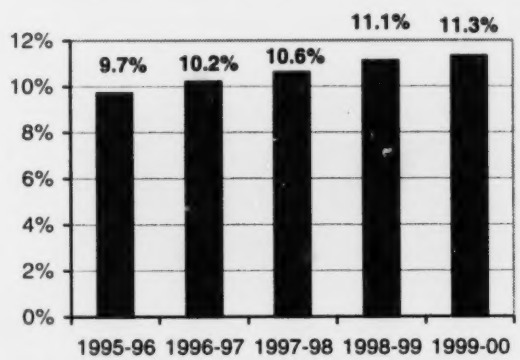
* 9.8% of students gave no response

C. SCHOOL DISTRICT PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

Special Education Students Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 categories of disabilities. In 1999-2000 public schools served 28,828 special education students, an increase of 1,559 students since the prior year. Approximately 11.3 percent of all public school students in Idaho were served in special education programs.

Fig. 2. Percentage of Public School Students Served in Special Education



Note: The percentage of Idaho public school students served in special education has steadily increased over the past several years.

While the total number of students served in special education has increased by nearly 23.5 percent since 1994-95, certain disability categories show much larger increases; many of these categories pertain to more severe disabilities, including autism (up 133 percent over 1995-96), emotional disturbance (up 34 percent), traumatic brain injury (up 31 percent) and visual impairment (up 56 percent). Finally, there is a nationwide rise in the number of students with attention deficit disorder (ADD); many of these students are served under the "other health impairment" category, which has increased 83 percent since 1995-96. Table 6 on page 14

provides information on the number of students served by school districts and agencies in each disability category over the last five years.

Table 5
Agencies Serving Special Education Students in 1999-2000

Agency	**Number of Students**
Idaho Public Schools	28,828
Idaho School for the Deaf and the Blind	91
Department of Juvenile Corrections	57
Department of Correction	41 (all incarcerated in adult prisons)
Federally Funded Head Start Programs	51 (all four-year-olds)
Total	29,068

Related Services

In 1999-2000, districts provided an assortment of related services to special education students. Regulations under the Individuals with Disabilities Education Act define related services as follows:

> Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training.

The related services in highest demand were speech/language therapy services, followed by occupational therapy, physical therapy, psychological services, hearing services, school social work services and vision services.

Table 6
Number of Special Education Students Served in Each Disability Category

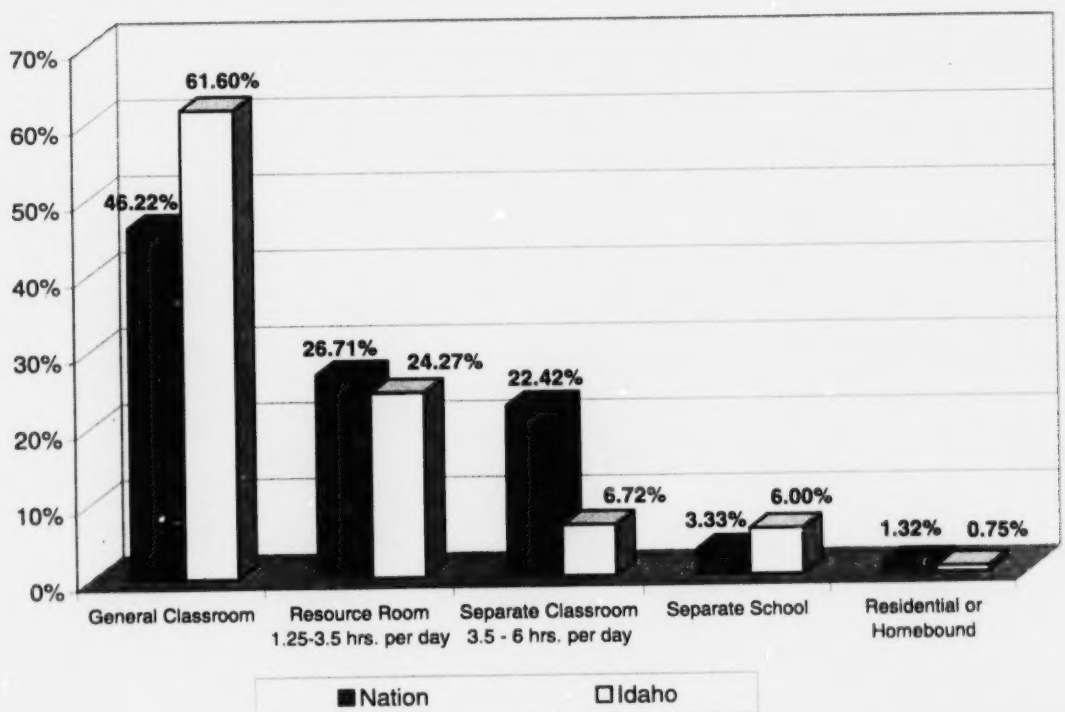
	1995-96	1996-97	1997-98	1998-99	1999-00
Autism	126	159	183	229	293
Deafness	112	111	116	105	106
Deaf-Blindness	10	9	13	16	15
Developmental Delay*	1,908	2,021	2,351	2,730	3,208
Emotional Disturbance	564	600	631	664	753
Hearing Impairment	234	217	222	218	211
Mental Retardation*	2,868	2,886	2,723	2,426	2,133
Multiple Disability	426	488	494	511	526
Other Health Impairment	631	717	835	970	1,155
Orthopedic Impairment	161	157	151	162	147
Specific Learning Disability	12,270	13,106	13,634	14,216	14,949
Speech/Language Impairment	4,323	4,486	4,601	4,955	5,256
Traumatic Brain Injury	122	158	149	146	160
Visual Impairment	100	108	120	121	156
Total	23,855	25,223	26,223	27,469	29,068

*Prior to the 1998-99 school year, the developmental delay category included only children 3-5 years of age. Beginning in 1998-99, the developmental delay category applied to children 3-9 years of age. It is likely that some students previously identified under the mental retardation category are now being identified under the developmental delay category.

Placement in the Least Restrictive Environment

Federal law and regulations require that students with disabilities be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in those settings. Educational settings may include general education classrooms with supplementary assistance, special education resource rooms, separate classrooms, separate schools and facilities, or residential or homebound settings. Determination of the appropriate educational placement is made for each special education student by a team of individuals. Participants on the team include school personnel, parents, the student (when appropriate) and other agency representatives when collaborative service planning is indicated. The chart below shows the percentage of students who received services in the various settings during 1999-2000.

Fig. 3. State and National Comparison of Educational Placement of Students with Disabilities



* State total is less than 100% because of services provided to Private School and Home Schooled students with disabilities.

D. RESOLVING SPECIAL EDUCATION DISPUTES

Idaho continued to meet its obligation to resolve disputes regarding special education in 1999-2000. During this time requests for due process hearings declined 24 percent, and the number of hearings actually held declined 50 percent. During this same period, the number of mediations increased 180 percent. Mediation is less adversarial and less costly than a due process hearing and typically results in a written agreement. Formal complaints to the State Department of Education increased 57 percent.

Table 7
Number of Special Education Disputes

	1996-97	1997-98	1998-99	1999-00
Requests for a Due Process Hearing	7	7	17	13
Hearings held	1	1	8	4
Request for hearing withdrawn, dismissed by hearing officer or resolved through mediation	6	6	9	9
Mediations Conducted	7	14	5	14
Mediations resulting in written agreement	4	12	5	11
Formal Complaints Resolved by SDE	5	5	14	22

E. SPECIAL EDUCATION FUNDING

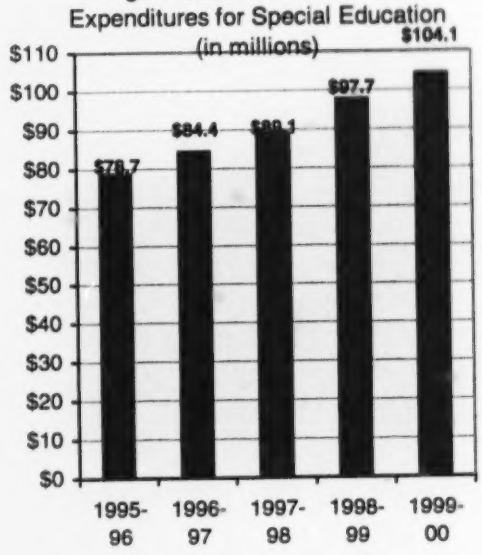
Idaho school districts expended $123,038,127 for special education services during 1999-2000. Approximately 73 percent of that amount came from state sources, 12 percent from local sources, and 15 percent from federal sources

State and Local Special Education Funds

State and local fund expenditures for 1998-99 totaled $104,128,120. Expenditures over the past several years have increased steadily, as figure 4 indicates.

Based on the special education funding formula, state funds disbursed to Idaho school districts during 1999-2000 are estimated at $67,627,151. This total includes the state share of staff allocation and unit funding, which equaled approximately $62,750,975, and the state portion of equalization, which is estimated at $4,905,772. It also includes $198,949 in district-to-agency contract funding, $635,705 in special education tuition equivalency funds, and an emotional disabilities allotment of $380,064. Local property taxes available for special education programs approximated $14,717,316 in 1999-2000.

Fig. 4. State and Local Fund Expenditures for Special Education (in millions)



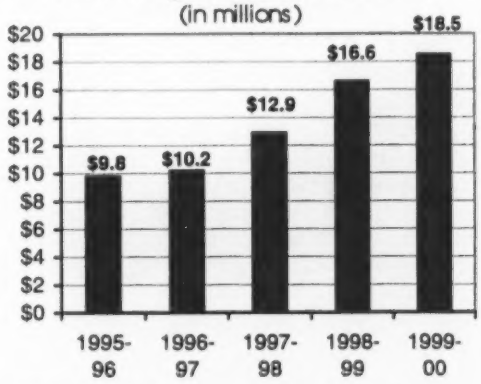
The funding formula for special education is defined in Idaho Code and Administrative Rules of the State Board of Education. Appendix A beginning on page 29 reports special education revenue and expenditures from state and local sources for each school district for 1999-2000.

Federal Special Education Funds

The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure a free, appropriate, public education for all school-age children with disabilities. Two separate federal grants are authorized under Title VI-B of the IDEA: the School Age grant for children ages 3-21 and the Preschool grant for children ages 3-5. All states receive Title VI-B grants based on a federal formula. Table 8 on the bottom of the page lists the amount of Title VI-B grants to Idaho, the portion districts received (flow-through), and the portion available for state use.

The 1999-2000 School Age grant increased $2,663,340 over the previous year's grant, due primarily to a significant increase in the congressional appropriation for special education. Appendix B beginning on page 35 details each school district's flow-through award for 1999-2000 School Age and Preschool Title VI-B grants.

Fig. 5. School-Age Federal Flow-Through Allocations to Districts (in millions)



Note: The federal commitment to funding special education has increased steadily over the years, with an increase in funding for 1999-2000 of 11 percent compared to the previous year.

Most school districts use the majority of flow-through funds for special education staff salaries and benefits and related services contracts. Districts may also use flow-through funds for supplies, materials and training. The state is allowed to use a maximum of 5 percent of each grant to support administrative activities, including grant administration, monitoring, complaint investigations and due process hearing management. After paying administrative and flow-through costs, the state may use any remaining portion of the Title VI-B grants for other direct and support services to students with disabilities. In Idaho, the majority of these funds are allocated to statewide training and support to school districts. A smaller amount is used to respond to emergency funding requests from school districts.

Table 8
Federal Grants for Special Education in 1999-2000

	Grant Amount	District Use (flow-through)	State Use
School Age Grant	$19,052,135	$16,309,723 (86 percent of grant)	$2,742,412
Preschool Grant	$2,150,606	$2,150,606 (100 percent of grant)	0
Total	$21,202,741	$18,460,329	$2,742,412

Medicaid Funds

Both the number of school districts billing Medicaid and the amount of reimbursements paid to school districts are increasing steadily. The amount of Medicaid reimbursements to Idaho school districts during the first nine months of 2000 has increased 27 percent compared to all of 1999.

Table 9
Medicaid Reimbursement to Idaho School Districts Per Calendar Year

	1998	1999	2000
Medicaid Reimbursement to School Districts	$364,925	$916,281	$1,167,489 (January - September)
Number of Districts Actively Billing Medicaid	6	15	46 (January - September)

F. UNMET NEEDS OF STUDENTS WITH DISABILITIES

Funding for Least Restrictive Environment Training and Personnel

According to federal laws and regulations, students with disabilities must be educated in the least restrictive environment possible. Case law continues to make it clear that the least restrictive environment, in most situations, is the general education classroom. Further, parents are often strong advocates of placing their child in the general education classroom. In 1999-2000, 61.6 percent of students with disabilities in Idaho spent most of the school day in the general education classroom. However, general education teachers often feel ill-prepared or that they lack the time to deal with the special needs of students with disabilities.

In each of the 1997, 1998, 1999 and 2000 sessions, the legislature appropriated $1 million to help school districts meet the needs of students with disabilities in the general education classroom. Specifically, the legislature's intent was to provided money for the following:

- training general education teachers to meet the needs of students with disabilities who are included in their classrooms
- hiring and training paraprofessionals to assist general education teachers in meeting the needs of students with disabilities
- employing substitute teachers to allow general education teachers time to attend meetings, contact parents, and collaborate with special education staff

In 1999-2000 alone, money appropriated by the legislature for personnel and training related to the issue of least restrictive environment (LRE) enabled school districts to (1) train 1,237 general education teachers in 14 areas, mainly behavior management, instructional strategies, and inclusion strategies; (2) employ 145 paraprofessionals; (3) train 759 paraprofessionals; and (4) pay for 2,049 substitute teacher days. Appendix C beginning on page 39 summarizes LRE training and personnel expenditures by district.

Continued funding is needed to help school districts assist students with disabilities in the general education classroom.

Funding Related to Students with Emotional Disturbance

Idaho continues to under identify and under serve students with emotional disabilities. Only 0.31 percent (753 students) of 245,226 public school students were on an individualized education program for emotional disturbance in 1999-2000. In contrast, the national average for identifying students with emotional disturbance is a conservative 0.74 percent of the public school population. If the national rate were applied, Idaho would be serving 1,812 students under the category of emotionally disturbed.

The State Department of Education has joined with the Department of Health and Welfare, the Department of Juvenile Corrections, the Governor's office, and others to develop a plan to better

address the needs of this underserved population of children. In the fall of 1999, three pilot sites located in Bonneville County, Canyon County and Bonner County were jointly funded by these agencies to demonstrate models for meeting the needs of emotionally disturbed students. In addition, an ad hoc committee of the State Special Education Advisory Panel has made the following recommendations to the State Department of Education regarding the unmet needs of students with emotional disabilities:

- Seek an additional $1 million for the 2001-02 school year from the legislature to implement a research-based intervention approach to prevent antisocial behaviors in Idaho school students.

- Create a state-level fund to support high-cost educational services to emotionally disturbed students when districts cannot financially provide these services.

Results of the Office of Special Education Programs (OSEP) Self-Assessment Project

In April of 2000, OSEP informed the Bureau of Special Education and the Department of Health and Welfare that it would review Idaho's special education programs, including early intervention programs. OSEP's review process required that the state conduct a self-assessment of its special education programs. This assessment was conducted jointly by the Bureau of Special Education and the Infant Toddler Program from the Department of Health and Welfare. The assessment focused on four areas: (1) general supervision, (2) parent involvement, (3) free appropriate public education in the least restrictive environment and (4) secondary transition. A steering committee consisting of stakeholders, including parents, from throughout the state participated in the assessment. After a review of critical data from all agencies that work with students with disabilities, the committee prioritized the following 16 recommendations from a list of 40:

1. Remove and/or reduce barriers that keep parents, youth and staff from participating in special education services.

2. Create a task force to study Hispanic and Native American language and cultural factors in assessments and evaluation, create a guidance document and provide appropriate training.

3. Align fiscal resources to address individual needs of students, including state appropriations and district allocations.

4. Develop the systemic capacity to provide ongoing training and ongoing support to all special education stakeholders about adaptations, modifications, accommodations and supplementary aids and services to ensure appropriate implementation of Individualized Education Programs (IEPs).

5. Explore opportunities to retain and recruit special education and related service personnel.

6. Continue to address positive behavioral supports, emphasizing identified needs of teachers and administrators, regarding social skills and functional behavioral assessment, and subsequent behavioral plans for students.

7. Develop and implement standards for defining positive and effective parent, youth and staff involvement in special education services, policy development and accountability.

8. Continue to provide training opportunities and placement options in the least restrictive environment for students with autism, emotional disturbances and multiple disabilities and for preschoolers with disabilities.

9. Identify methods and develop training that will increase meaningful participation by students in their transition planning and the process of moving into adult environments.

10. Increase options for community-based or residential placements and ensure necessary funding resources.

11. Develop a process to collect data on the dispute resolution system that will assist in identifying systemic issues and facilitate dissemination of collected information to the field to effect systems change.

12. Continue to increase interagency linkages and to develop collaboration across the state, local communities, agencies and families.

13. Establish a cross-agency collaborative work group to ensure a free appropriate public education for incarcerated youth and those in detention centers.

14. Resolve barriers to accessing formal due process procedures provided by the Individuals with Disabilities Education Act.

15. Evaluate and assess the delivery system models, such as the Results-Based Model, to better prepare youth for later life.

16. Complete the development and implementation of the student exit and follow-up surveys to obtain post-school outcome data that can be used to evaluate secondary transition programs and services.

Plans are being made to address each of the above recommendations. Future legislative reports will include progress regarding each of these recommendations.

A. STATE DEPARTMENT OF EDUCATION ACCOMPLISHMENTS ON BEHALF OF GIFTED AND TALENTED STUDENTS

- **Gifted and Talented Rules**: In 1999-2000 the State Department of Education drafted rules for the gifted and talented (G/T) program. The purpose of the proposed rules is to increase uniformity and provide direction for gifted and talented programs statewide as required by Idaho Code §33-2003. The State Board of Education has approved the rules, and they will be addressed by the legislature during the 2001 session.

- **Training and Technical Assistance**: The State Department of Education provided training and technical assistance to school personnel to help districts meet Idaho's G/T mandate. This included teaching eight workshops on such topics as curriculum differentiation, making presentations, evaluating district programs and helping districts develop and implement new programs.

B. SCHOOL DISTRICT PROGRAMS AND SERVICES FOR GIFTED AND TALENTED STUDENTS

Gifted and Talented Students Served

Idaho's G/T mandate requires school districts to identify and serve gifted and talented students ages 5 though 18 who qualify in one or more of the following talent areas: intellectual, specific academic, leadership, creativity and visual/performing arts. Each year on December 1, school districts report the number of students who qualify for and receive services in gifted and talented programs. During the 1999-2000 school year, 9,151 Idaho students, or 3.8 percent of all students, were identified as gifted and/or talented. Appendix D beginning on page 43 lists the number of gifted and talented students identified and served by each school district.

Gifted and Talented Education Services

- During the 1999-2000 school year, 92 districts (four more than the previous year) identified and served gifted and talented students on their annual Child Count.

- The number of gifted and talented students from ages 7 to 11 and 14 to 17 who were identified and served increased as indicated in table 10 on page 25. The number of students identified as gifted and talented ages 12 and 13 remained the same.

Table 10: Increase by Age in G/T Students Identified and Served	
7 years old	4% increase
8 years old	12% increase
9 years old	11% increase
10 years old	13% increase
11 years old	15% increase
14 years old	10% increase
15 years old	12% increase
16 years old	33% increase
17 years old	8% increase

Twenty-two districts (three more than the previous school year) identified and served gifted and talented students in all five talent areas. The number of districts identifying and serving gifted and talented students in the five talent areas increased, as indicated in table 11 below:

Table 11: Increase in Districts Identifying and Serving G/T Students in Each Talent Area	
Visual/Performing Arts	20% increase
Specific Academic	11% increase
Intellectual	9% increase
Leadership	8% increase
Creativity	6% increase

C. GIFTED AND TALENTED FUNDING

During 1999-2000, school districts received no federal funding for gifted and talented programs. The only dedicated source of state funding that districts received was from the Gifted and Talented (G/T) Training Grant, which totaled $500,000. Districts used the grant to train 5,070 G/T facilitators, general education teachers and parents. Activities included on-site workshops, conferences, courses and presentations.

The main source for funding gifted and talented programs in 1999-2000 came from each district's Maintenance and Operations budget. Programming and teacher salaries in gifted and talented programs typically made up the bulk of the expenditures from the Maintenance and Operations budget.

State and local expenditures for gifted and talented programs for all school districts totaled $5,283,486 in 1999-2000. Appendix D lists the number of gifted and talented students served and program expenditures by district. As indicated in Appendix D, many small rural districts did not allocate money for gifted and talented programs or staff.

D. UNMET NEEDS OF GIFTED AND TALENTED STUDENTS

During the 1998, 1999 and 2000 sessions, the legislature allocated $500,000 of state general funds for training to better meet the needs of gifted and talented students. To continue this training, the same appropriation is being requested for the 2001 public school budget. The need for training general education teachers is particularly great because (1) gifted and talented students spend the majority of their time in the general classroom and (2) many small school districts cannot afford to fund G/T positions. In addition to funding for continued training, the following unmet needs exist:

- **Funding for G/T Facilitators in Rural Districts**: Rural school districts are far less likely to identify and serve gifted and talented students and to hire G/T facilitators than larger districts. Approximately half of Idaho school districts have enrollments of less than 1,000 students, and these districts account for 20 of the 21 districts that reported serving no G/T students on December 1, 1999. Money is needed to hire G/T facilitators in these districts.

- **Identifying and Serving G/T High School Students**: High school students continue to be underrepresented in gifted and talented programs in Idaho. In 1999-2000, only 30 percent of the school districts identified and served gifted and talented students at the high school level. However, ongoing training and technical support related to starting and improving gifted and talented high school programs appear to be having some success. The 1999 Child Count data revealed that the percentage of gifted and talented high school students being identified and served increased 16 percent compared to the previous year.

- **Identifying and Serving Primary-Age Students**: Historically, primary-age students (K-1) are underrepresented in gifted and talented programs. The State Department of Education has formed a task force to develop strategies to better identify and serve this age group. The task force is currently writing a booklet of recommendations that will be distributed to school districts statewide.

- **Identifying and Serving Hispanic Students**: Although the number of Hispanic students participating in gifted and talented programs increased 38 percent in 1999-2000, these students continue to be underrepresented in gifted and talented programs. While Hispanic students make up 10 percent of the student population in Idaho, they account for only 2 percent of the gifted population. To improve this situation, the State Department of Education is developing culturally sensitive and language-appropriate assessment tools for identifying gifted and talented Hispanic students.

LIST OF APPENDICES

Appendix A: 1999-2000 State and Local Special Education Funding by District 29

Appendix B: Number of Students Served and
1999-2000 Federal Special Education Allocations by District 35

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Appendix A
1999-2000 State and Local Special Education Funding by District

The table in this appendix reports special education revenue and expenditure information for each school district for 1999-2000. The contents of columns A-H of the table that follows describes the following:

Column A

Column A includes state entitlement and base support funds pro-rated in accordance with the proportion of units generated by special education.

Exceptional child support units are computed with a divisor of 14.5. An exceptional child support unit provides districts with the same amount of funding as a regular education unit, but it generally takes fewer students to generate a special education unit. However, in small districts, the general education secondary divisor, which is less than 14.5, was used to calculate secondary special education funding in Appendix A. State rules specify that 6 percent of elementary students and 5.5 percent of secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students. The total funds allocated through unit funding mechanism are referred to as a district's entitlement.

Pursuant to Idaho Code §33-1002, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in regular education, special education, and alternative school programs. For each support unit, districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience. The total dollars allocated to a district for staff allocation funding is referred to as base support. Basic benefits (unemployment, social security, and retirement) are also paid by the state.

Column B

Column B includes special distributions for contracts with private agencies, special education tuition equivalency funding, and funding for students with emotional disturbance.

School districts may claim reimbursement for a portion of the costs of approved contracts with private agencies that meet state standards. The disbursement of contract funds provides the same level of state support for contracted students as for students served in public school programs.

Districts that provide special education for students whose parents reside in other school districts may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. Additional funds are provided under an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor was $2,400 per eligible student in the 1999-2000 school year.

Districts that identify and serve high numbers of students with emotional disabilities receive additional state support to offset these costs.

Column C

This column identifies the type(s) of special distributions that are included in Column B.

Column D

Column D identifies state general funds that currently provide .001 of a district's adjusted market value as a property tax relief measure. The equalization portion of the foundation program consists primarily of local funds (see Column F) but includes state funds that replace local property taxes.

Column E

Column E is the sum of columns A, B and D.

Column F

Column F estimates the local property taxes, which would have been available for special education programs, by multiplying the district's adjusted market value by .003. The foundation program equalizes disparities in local wealth based on .004 of each district's adjusted market value. Property taxes comprise .003 of this amount; the other .001 is comprised of state general funds that are allocated as a property tax relief measure (see Column D).

Column G

This column is the sum of Columns E and F.

Column H

Column H shows the amount of state and local funds expended to provide special education and related services as reported by each school district via the Idaho Financial Accounting and Reporting Management System (IFARMS). The figures in Column D show the most accurate data available at the time this report was printed and do not reflect corrections made after mid-January 2001. It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

Appendix A: 1999-2000 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Col. A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
1	Boise	$5,326,826	$155,064	E,T	$862,134	$6,344,024	$2,586,401	$8,930,425	$15,947,350
2	Meridian	5,826,587	190,447	C,E,T	358,383	6,375,417	1,075,149	7,450,566	9,052,347
3	Kuna	798,260	39,266	C,T	32,412	869,938	97,236	967,174	974,671
11	Meadows Valley	54,615	0		7,364	61,979	22,091	84,070	116,823
13	Council	109,419	0		5,929	115,348	17,786	133,134	203,410
21	Marsh Valley	441,334	0		19,403	460,737	58,209	518,946	506,235
25	Pocatello	3,779,956	22,480	C,T	169,035	3,971,471	507,104	4,478,575	4,978,442
33	Bear Lake County	502,217	0		21,891	524,108	65,673	589,781	480,056
41	St. Maries	295,636	0	C,E,T	27,775	323,411	83,324	406,735	532,527
44	Plummer/Worley	85,016	0		24,213	109,229	72,638	181,867	265,469
52	Snake River	655,839	0		18,333	674,172	54,999	729,171	701,842
55	Blackfoot	1,295,871	39,482	C,T	36,350	1,371,703	109,049	1,480,752	1,718,325
58	Aberdeen	253,494	0		13,623	267,117	40,869	307,986	271,268
59	Firth	305,437	0		9,276	314,713	27,828	342,541	310,304
60	Shelley	636,153	840	E	16,931	653,924	50,794	704,718	892,342
61	Blaine County	147,410	0		375,032	522,442	1,125,097	1,647,539	2,538,239
71	Garden Valley	73,281	0		8,727	82,008	26,180	108,188	104,902
72	Basin	110,119	4,080	E	8,947	123,146	26,842	149,988	122,912
73	Horseshoe Bend	77,443	9,687	E,T	4,860	91,990	14,580	106,570	99,767
83	West Bonner	230,595	0		71,862	302,457	215,587	518,044	644,018
84	Lake Pend Oreille	706,459	0		151,832	858,291	455,497	1,313,788	1,715,394
91	Idaho Falls	2,972,517	20,436	T	148,421	3,141,374	445,262	3,586,636	5,047,860
92	Swan Valley	8,133	0		3,745	11,878	11,235	23,113	12,420
93	Bonneville	2,126,499	79,559	C,E	68,034	2,274,092	204,103	2,478,195	3,042,957
101	Boundary County	388,794	0		43,122	431,916	129,367	561,283	658,727
111	Butte County	215,590	0		9,186	224,776	27,558	252,334	241,655
121	Camas County	41,263	0		4,600	45,863	13,800	59,663	36,320
131	Nampa	2,803,458	146,040	E,T	166,697	3,116,195	500,092	3,616,287	4,373,548
132	Caldwell	1,822,787	34,889	C,E,T	74,643	1,932,319	223,929	2,156,248	1,906,304
133	Wilder	150,363	1,464	E	8,395	160,222	25,185	185,407	210,239
134	Middleton	568,213	24,350	C,E	21,346	613,909	64,037	677,946	635,795
135	Notus	93,249	4,920	E	3,056	101,225	9,169	110,394	148,023
136	Melba	172,708	0		8,742	181,450	26,226	207,676	213,942
137	Parma	304,370	5,448	E	12,499	322,317	37,497	359,814	418,856
139	Vallivue	1,021,037	71,296	C,E,T	68,941	1,161,274	206,824	1,368,098	1,715,989
148	Grace	$220,914	$0		$6,816	$227,730	$20,448	$248,178	268,572

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1999-2000 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Col. A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
149	North Gem	$46,823	$1,104	E	$3,881	$51,808	$11,643	$63,451	73,002
150	Soda Springs	230,121	0		28,208	258,329	84,624	342,953	443,102
151	Cassia County	1,488,078	0		73,350	1,561,428	220,050	1,781,478	1,845,695
161	Clark County	55,126	0		6,160	61,286	18,481	79,767	81,274
171	Orofino	389,613	1,704	E	37,652	428,969	112,956	541,925	900,389
181	Challis	113,497	0		24,197	137,694	72,591	210,285	181,306
182	Mackay	90,303	0		4,816	95,119	14,449	109,568	123,608
191	Prairie	0	0		0	0	0	0	0
192	Glenns Ferry	159,127	696	E	12,706	172,529	38,119	210,648	175,375
193	Mountain Home	1,236,567	0		43,886	1,280,453	131,659	1,412,112	2,156,022
201	Preston	705,614	3,281	C	19,542	728,437	58,627	787,064	641,243
202	West Side	182,295	0		5,019	187,314	15,056	202,370	90,661
215	Fremont County	711,278	0		59,734	771,012	179,201	950,213	1,353,237
221	Emmett	757,888	22,807	C,E	37,020	817,715	111,060	928,775	1,266,920
231	Gooding	356,061	960	E	16,302	373,323	48,905	422,228	515,207
232	Wendell	359,195	15,771	T	16,822	391,788	50,467	442,255	367,247
233	Hagerman	95,736	0		6,133	101,869	18,399	120,268	56,186
234	Bliss	48,456	1,272	E	2,468	52,196	7,404	59,600	74,543
241	Grangeville	450,125	0		39,673	489,798	119,018	608,816	765,524
242	Cottonwood	139,602	0		7,299	146,901	21,897	168,798	174,231
251	Jefferson County	1,169,462	6,152	T	30,963	1,206,577	92,889	1,299,466	1,197,358
252	Ririe	236,351	0		5,672	242,023	17,016	259,039	283,377
253	West Jefferson	236,484	0		10,041	246,525	30,124	276,649	181,988
261	Jerome	826,289	9,966	T	45,523	882,778	139,569	1,022,347	943,460
262	Valley	187,824	0		10,292	198,116	30,876	228,992	167,266
271	Coeur d' Alene	1,695,565	0		253,743	1,949,308	761,230	2,710,538	3,730,127
272	Lakeland	938,851	11,183	T	81,893	1,031,927	245,680	1,277,607	1,284,899
273	Post Falls	1,038,892	39,011	T	95,944	1,173,847	287,832	1,461,679	1,664,765
274	Kootenai	43,775	0		12,355	56,130	37,066	93,196	149,649
281	Moscow	598,835	0		58,185	657,020	174,554	831,574	1,801,654
282	Genesee	77,726	0		7,541	85,267	22,622	107,889	154,785
283	Kendrick	98,013	0		5,879	103,892	17,637	121,529	126,674
285	Potlatch	148,547	0		11,438	159,985	34,313	194,298	405,130
286	Whitepine	146,046	504	E	15,148	161,698	45,445	207,143	430,523
291	Salmon	312,265	3,752	T	32,630	348,647	97,890	446,537	467,445
292	South Lemhi	48,780	0		2,666	51,446	7,999	59,445	83,511
302	Nezperce	$61,005	$960	E	$5,737	$67,702	$17,210	$84,912	111,011

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1999-2000 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Col. A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
304	Kamiah	$186,285	$0		$10,858	$197,143	$32,573	$229,716	$207,983
305	Highland	68,688	624	E	7,656	76,968	22,969	99,937	207,879
312	Shoshone	135,244	0		5,736	140,980	17,207	158,187	147,237
314	Dietrich	71,936	0		1,621	73,557	4,862	78,419	59,676
316	Richfield	72,722	0		2,995	75,717	8,986	84,703	80,470
321	Madison	1,128,496	0		41,982	1,170,478	125,945	1,296,423	1,629,961
322	Sugar-Salem	429,771	0		11,469	441,240	34,407	475,647	376,589
331	Minidoka County	1,452,199	62,302	T	73,385	1,587,886	220,156	1,808,042	1,647,320
340	Lewiston	1,075,421	87,207	E,T	155,497	1,318,125	466,491	1,784,616	3,257,589
341	Lapwai	155,036	14,435	C,E	7,195	176,666	21,584	198,250	322,697
342	Culdesac	71,960	0		2,501	74,461	7,503	81,964	69,453
351	Oneida County	287,809	3,048	E	12,484	303,341	37,452	340,793	304,989
363	Marsing	225,560	5,232	E	6,927	237,719	20,782	258,501	278,207
364	Pleasant Valley	0	0		0	0	0	0	0
365	Bruneau-Grand View	126,169	0		10,933	137,102	32,798	169,900	195,854
370	Homedale	341,655	0		8,501	350,156	25,504	375,660	482,717
371	Payette	566,196	23,291	C,E,T	19,456	608,943	58,368	667,311	652,864
372	New Plymouth	342,502	6,761	C	11,582	360,845	34,747	395,592	279,908
373	Fruitland	406,412	18,399	C,T	18,894	443,705	56,682	500,387	493,014
381	American Falls	332,799	0		51,995	384,794	155,985	540,779	643,299
382	Rockland	54,212	0		1,422	55,634	4,267	59,901	79,294
383	Arbon	9,112	0		2,720	11,832	8,161	19,993	900
391	Kellogg	372,024	0		26,293	398,317	78,878	477,195	752,238
392	Mullan	55,283	0		1,891	57,174	5,672	62,846	148,357
393	Wallace	203,866	0		10,814	214,680	32,442	247,122	373,246
394	Avery	0	0		0	0	0	0	0
401	Teton County	290,429	0		36,553	326,982	109,659	436,641	350,343
411	Twin Falls	1,841,378	10,728	E	133,330	1,985,436	399,991	2,385,427	2,480,130
412	Buhl	365,745	0		29,143	394,888	87,430	482,318	682,580
413	Filer	443,665	720	E	19,238	463,623	57,712	521,335	406,287
414	Kimberly	499,366	0		15,124	514,490	45,372	559,862	384,629
415	Hansen	147,821	2,352	E	6,964	157,137	20,891	178,028	113,239
416	Three Creek	0	0		0	0	0	0	0
417	Castleford	95,020	0		4,820	99,840	14,460	114,300	132,336
418	Murtaugh	67,145	0		4,283	71,428	12,848	84,276	88,541
421	McCall-Donnelly	85,677	0		77,320	162,997	231,960	394,957	444,737
422	Cascade	$83,809	$6,186	T	$19,541	$109,536	$58,623	$168,159	230,521

* T = Special Education **Tuition** Equivalency. C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1999-2000 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Col. A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
431	Weiser	$461,027	$3,864	E	$22,922	$487,813	$68,765	$556,578	$423,886
432	Cambridge	66,129	696	E	4,777	71,602	14,331	85,933	88,713
433	Midvale	30,330	0		2,877	33,207	8,630	41,837	33,918
	Totals	$62,750,975	$1,214,716		$4,905,772	$68,871,463	$14,717,316	$83,588,779	$104,128,12

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix B: Number of Students Served and 1999-2000 Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12-1-99	1999-2000 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Through Funds Awarded for 1999-2000	IDEA Title VI-B Preschool Flow-Through Funds Awarded for 1999-2000	Total IDEA Title VI-B Flow-Through Funds Awarded for 1999-2000
1	Boise	2,733	26,776	10.2%	$1,620,858	$212,989	$1,833,847
2	Meridian	2,468	22,820	10.8%	1,388,022	148,391	1,536,413
3	Kuna	287	2,824	10.2%	158,937	15,822	174,759
11	Meadows Valley	31	199	15.6%	19,428	5,620	25,048
13	Council	46	373	12.3%	31,911	3,153	35,064
21	Marsh Valley	258	1,599	16.1%	145,071	20,920	165,991
25	Pocatello	1,757	12,634	13.9%	1,087,944	133,210	1,221,154
33	Bear Lake County	216	1,618	13.3%	123,789	17,775	141,564
41	St. Maries	165	1,252	13.2%	90,486	10,091	100,577
44	Plummer/Worley	84	563	14.9%	56,316	7,737	64,053
52	Snake River	232	2,209	10.5%	145,455	21,772	167,227
55	Blackfoot	450	4,263	10.6%	280,740	46,076	326,816
58	Aberdeen	106	955	11.1%	68,238	7,474	75,712
59	Firth	151	964	15.7%	89,160	14,365	103,525
60	Shelley	213	2,100	10.1%	115,230	24,296	139,526
61	Blaine County	397	3,024	13.1%	223,251	12,521	235,772
71	Garden Valley	18	324	5.6%	13,068	1,185	14,253
72	Basin	70	470	14.9%	35,799	3,016	38,815
73	Horseshoe Bend	42	304	13.8%	24,630	716	25,346
83	West Bonner County	247	1,547	16.0%	148,407	13,881	162,288
84	Lake Pend Oreille	413	4,147	10.0%	260,604	25,178	285,782
91	Idaho Falls	1,338	10,704	12.5%	780,276	98,249	878,525
92	Swan Valley	9	62	14.5%	8,112	505	8,617
93	Bonneville	823	7,656	10.7%	505,845	54,479	560,324
101	Boundary County	177	1,677	10.6%	108,228	12,341	120,569
111	Butte County	100	622	16.1%	61,272	16,172	77,444
121	Camas County	17	190	8.9%	13,596	49	13,645
131	Nampa	1,288	10,702	12.0%	679,152	74,775	753,927
132	Caldwell	631	5,471	11.5%	326,472	59,857	386,329
133	Wilder	79	514	15.4%	39,990	5,593	45,583
134	Middleton	256	2,097	12.2%	144,825	17,695	162,520
135	Notus	41	343	12.0%	25,428	1,219	26,647
136	Melba	75	676	11.1%	50,979	6,885	57,864
137	Parma	150	1,024	14.6%	91,362	9,603	100,965
139	Vallivue	530	3,504	15.1%	301,662	48,360	350,022
148	Grace	80	569	14.1%	50,799	10,391	61,190
149	North Gem	44	194	22.7%	24,012	3,103	27,115
150	Soda Springs	110	1,120	9.8%	75,261	7,496	82,757

* These small elementary districts do not operate special education programs.

Appendix B: Number of Students Served and 1999-2000 Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12-1-99	1999-2000 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Through Funds Awarded for 1999-2000	IDEA Title VI-B Preschool Flow-Through Funds Awarded for 1999-2000	Total IDEA Title VI-B Flow-Through Funds Awarded for 1999-2000
151	Cassia County	661	5,138	12.9%	$366,741	$53,898	$420,639
161	Clark County	48	240	20.0%	$19,641	$4,393	$24,034
171	Orofino	239	1,570	15.2%	135,432	18,205	153,637
181	Challis	105	605	17.4%	68,496	3,870	72,366
182	Mackay	38	284	13.4%	27,102	5,690	32,792
191	Prairie*	0	5	0.0%	0	2	2
192	Glenns Ferry	106	626	16.9%	55,035	5,790	60,825
193	Mountain Home	649	4,539	14.3%	348,021	44,160	392,181
201	Preston	235	2,444	9.6%	120,756	12,582	133,338
202	West Side	60	573	10.5%	41,496	8,800	50,296
215	Fremont County	341	2,682	12.7%	214,683	48,394	263,077
221	Emmett	329	2,913	11.3%	193,950	18,235	212,185
231	Gooding	131	1,341	9.8%	84,552	14,138	98,690
232	Wendell	161	1,076	15.0%	97,632	12,566	110,198
233	Hagerman	42	399	10.5%	26,799	3,794	30,593
234	Bliss	20	173	11.6%	12,798	45	12,843
241	Grangeville	251	1,743	14.4%	144,891	17,977	162,868
242	Cottonwood	55	495	11.1%	30,990	4,301	35,291
251	Jefferson County	411	4,022	10.2%	218,253	26,054	244,307
252	Ririe	102	743	13.7%	67,182	7,216	74,398
253	West Jefferson	59	713	8.3%	35,226	6,700	41,926
261	Jerome	360	3,056	11.8%	204,456	29,180	233,636
262	Valley	62	681	9.1%	35,349	2,577	37,926
271	Coeur d'Alene	911	9,272	9.8%	530,913	37,746	568,659
272	Lakeland	445	4,151	10.7%	255,411	16,516	271,927
273	Post Falls	450	4,268	10.5%	251,952	25,418	277,370
274	Kootenai	24	292	8.2%	12,978	66	13,044
281	Moscow	306	2,624	11.7%	185,445	25,302	210,747
282	Genesee	30	331	9.1%	14,697	1,198	15,895
283	Kendrick	54	365	14.8%	30,282	5,893	36,175
285	Potlatch	91	598	15.2%	54,384	7,535	61,919
286	Whitepine	128	638	20.1%	60,519	639	61,158
291	Salmon	179	1,275	14.0%	99,723	9,993	109,716
292	South Lemhi	11	153	7.2%	5,517	43	5,560
302	Nezperce	23	220	10.5%	18,933	1,980	20,913
304	Kamiah	105	613	17.1%	53,463	9,297	62,760
305	Highland	38	265	14.3%	23,967	2,477	26,444
312	Shoshone	64	452	14.2%	37,878	3,820	41,698

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Appendix B: Number of Students Served and 1999-2000 Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12-1-99	1999-2000 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Through Funds Awarded for 1999-2000	IDEA Title VI-B Preschool Flow-Through Funds Awarded for 1999-2000	Total IDEA Title VI-B Flow-Through Funds Awarded for 1999-2000
314	Dietrich	28	198	14.1%	20,169	6,013	26,182
316	Richfield	32	190	16.8%	$17,922	$5,032	$22,954
321	Madison	435	4,124	10.5%	$256,425	$27,503	$283,928
322	Sugar-Salem	144	1,335	10.8%	93,273	13,980	107,253
331	Minidoka County	623	4,733	13.2%	378,543	49,157	427,700
340	Lewiston	580	5,123	11.3%	330,078	43,335	373,413
341	Lapwai	102	557	18.3%	57,069	3,026	60,095
342	Culdesac	26	228	11.4%	17,484	2,804	20,288
351	Oneida County	114	1,006	11.3%	66,081	6,810	72,891
363	Marsing	98	723	13.6%	58,047	7,266	65,313
364	Pleasant Valley*	0	29	0.0%	0	6	6
365	Bruneau-Grand View	74	577	12.8%	48,675	10,520	59,195
370	Homedale	114	1,246	9.1%	71,070	13,519	84,589
371	Payette	214	1,999	10.7%	116,217	12,826	129,043
372	New Plymouth	132	971	13.6%	74,991	15,124	90,115
373	Fruitland	183	1,409	13.0%	99,171	6,566	105,737
381	American Falls	215	1,655	13.0%	110,241	12,930	123,171
382	Rockland	22	168	13.1%	14,034	4,694	18,728
383	Arbon	3	19	15.8%	2,472	312	2,784
391	Kellogg	197	1,476	13.3%	119,499	12,425	131,924
392	Mullan	19	181	10.5%	12,540	680	13,220
393	Wallace	112	726	15.4%	66,036	6,910	72,946
394	Avery*	0	32	0.0%	0	6	6
401	Teton County	144	1,280	11.3%	94,452	17,597	112,049
411	Twin Falls	819	7,046	11.6%	474,993	66,024	541,017
412	Buhl	127	1,419	8.9%	91,059	15,267	106,326
413	Filer	179	1,361	13.2%	103,149	13,253	116,402
414	Kimberly	144	1,200	12.0%	88,149	23,974	112,123
415	Hansen	65	417	15.6%	40,911	11,315	52,226
416	Three Creek*	0	9	0.0%	0	2	2
417	Castleford	40	383	10.4%	26,091	5,209	31,300
418	Murtaugh	22	277	7.9%	13,911	1,200	15,111
421	McCall-Donnelly	102	1,029	9.9%	68,430	7,768	76,198
422	Cascade	63	410	15.4%	38,361	9,077	47,438
431	Weiser	148	1,659	8.9%	89,778	13,442	103,220
432	Cambridge	36	245	14.7%	22,203	1,989	24,192
433	Midvale	16	118	13.6%	9,360	1,952	11,312
	Totals	28,828	245,226	11.8%	$16,791,042	$2,118,965	$18,910,007

* These small elementary districts do not operate special education programs.

Appendix C: 1999-2000 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
1	Boise	$102,830	$0	0	$102,830	7	7	$0	0	$102,830
2	Meridian	87,073	0	0	28,916	0	192	30,869	475	59,785
3	Kuna	10,260	6,731	150	4,922	2	29	3,542	64	15,195
11	Meadows Valley	994	0	0	994	1	1	0	0	994
13	Council	1,788	0	0	0	0	0	0	0	0
21	Marsh Valley	7,618	0	0	7,618	1	1	0	0	7,618
25	Pocatello	58,521	6,141	58	63,692	5	26	1,750	20	71,583
33	Bear Lake County	7,138	115	3	7,023	1	1	0	0	7,138
41	St. Maries	5,283	674	10	0	0	0	4,609	38	5,283
44	Plummer/Worley	2,734	0	0	2,695	0.5	0.5	1,163	18	3,857
52	Snake River	8,952	2,484	21	4,745	1	1	100	2	7,329
55	Blackfoot	17,221	3,184	40	0	0	0	0	0	3,184
58	Aberdeen	3,987	0	0	3,987	1	1	0	0	3,987
59	Firth	4,738	1,600	60	2,500	0	28	638	30	4,738
60	Shelley	7,775	4,927	26	3,000	0	21	0	0	7,927
61	Blaine County	12,528	0	0	12,528	0.5	0.5	0	0	12,528
71	Garden Valley	1,081	0	0	1,283	1	0	0	0	1,283
72	Basin	2,014	0	0	2,014	1	1	0	0	2,014
73	Horseshoe Bend	1,359	0	0	1,359	0	1	0	0	1,359
83	West Bonner County	7,625	1,158	8	6,079	1	1	0	0	7,237
84	Lake Pend Oreille	16,276	16,385	26	0	0	0	1,094	16	17,479
91	Idaho Falls	45,169	0	0	45,169	33	33	0	0	45,169
92	Swan Valley	400	NA	NA	NA	NA	NA	NA	NA	NA
93	Bonneville	31,115	383	0	33,797	3	3	2,667	52	36,847
101	Boundary County	6,553	0	0	7,645	1	0	0	0	7,645
111	Butte County	3,098	0	0	2,000	1	6	1,098	21	3,098
121	Camas County	803	0	0	803	1	0	0	0	803
131	Nampa	40,287	8,890	52	28,940	2	34	900	15	38,730
132	Caldwell	20,543	4,304	0	26,557	0	0	0	0	30,861
133	Wilder	2,266	428	10	1,537	1	10	300	6	2,266
134	Middleton	8,560	2,344	12	9,485	2	2	2,965	57	14,793
135	Notus	1,459	22	10	1,337	1	10	100	2	1,459
136	Melba	2,921	1,210	5	0	0	0	0	0	1,210
137	Parma	4,822	47	10	4,475	1	10	300	6	4,822
139	Vallivue	15,652	0	0	7,620	0.5	0	6,324	120	13,944
148	Grace	2,762	NR	NR	NR	NR	NR	NR	NR	NR
149	North Gem	1,124	0	0	1,124	1	1	0	0	1,124
150	Soda Springs	4,669	0	0	4,669	0.5	5	0	0	4,669
151	Cassia County	21,691	9,917	70	19,834	0	140	2,950	57	32,701
161	Clark County	1,028	641	4	0	0	0	387	8	1,028
171	Orofino	$7,236	$2,308	11	$4,928	1	1	$0	0	$7,236

NA = no application NR = no report

Appendix C: 1999-2000 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
181	Challis	$3,344	$1,128	5	$3,494	1	0	$237	5.5	$4,859
182	Mackay	1,384	0	0	2,792	0.25	0.25	0	0	2,792
191	Prairie	15	NA	NA	NA	NA	NA	NA	NA	NA
192	Glenns Ferry	2,946	811	13	828	0.1	8	1,184	22	2,823
193	Mountain Home	19,691	NR	NR	NR	NR	NR	NR	NR	NR
201	Preston	8,541	8,541	75	0	0	0	0	0	8,541
202	West Side	2,481	0	0	2,481	0.2	0.2	0	0	2,481
215	Fremont County	11,693	4,000	12	5,693	1	8	2,000	40	11,693
221	Emmett	11,836	NR	NR	NR	NR	NR	NR	NR	NR
231	Gooding	5,244	0	0	3,597	0.25	1	0	0	3,597
232	Wendell	5,164	48	3	5,116	1	1	0	0	5,164
233	Hagerman	1,615	NR	NR	NR	NR	NR	NR	NR	NR
234	Bliss	732	1,582	5	0	0	0	240	6	1,822
241	Grangeville	8,123	806	8	0	0	0	0	0	806
242	Cottonwood	1,961	700	9	1,614	0	10	184	4	2,498
251	Jefferson County	14,826	0	30	15,473	3	3	0	0	15,473
252	Ririe	3,547	NA	NA	NA	NA	NA	NA	NA	NA
253	West Jefferson	2,524	NR	NR	NR	NR	NR	NR	NR	NR
261	Jerome	12,320	0	0	12,320	1	1	0	1	12,320
262	Valley	2,516	159	2	3,800	1	0	0	0	3,959
271	Coeur d'Alene	34,405	6,881	12	0	0	0	27,524	458	34,405
272	Lakeland	15,991	0	0	15,991	5	5	0	0	15,991
273	Post Falls	16,006	2,751	68	11,979	1	9	1,276	22	16,006
274	Kootenai	965	577	4	0	0	0	400	10	977
281	Moscow	10,816	3,976	59	3,915	2	36	1,868	20	9,759
282	Genesee	1,099	0	0	1,099	4	4	0	0	1,099
283	Kendrick	1,653	100	7	0	0	0	1,196	14	1,296
285	Potlatch	2,875	1,760	2	0	0	0	570	10	2,330
286	Whitepine	3,149	0	0	834	1	1	0	0	834
291	Salmon	5,633	0	0	9,583	1	1	0	0	9,583
292	South Lemhi	501	501	2	0	0	0	0	0	501
302	Nezperce	1,051	476	2	0	0	0	0	0	476
304	Kamiah	2,864	238	4	1,297	1	0	1,448	26.5	2,983
305	Highland	1,274	0	0	0	0	0	1,272	42	1,272
312	Shoshone	2,019	187	32	4,000	5	5	0	0	4,187
314	Dietrich	1,018	0	0	830	0	0	0	0	830
316	Richfield	933	0	0	2,478	1	1	0	0	2,478
321	Madison	16,169	10,602	30	0	0	0	2,365	55	12,967
322	Sugar-Salem	5,665	480	4	6,097	1	1	500	10	7,077
331	Minidoka County	21,040	5,768	18	12,499	0.85	0	2,382	57	20,649
340	Lewiston	$20,433	$20,433	25	$0	0	0	$0	0	$20,433

NA = no application NR = no report

Appendix C: 1999-2000 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
341	Lapwai	$2,733	$830	52	$0	0	0	$0	0	$830
342	Culdesac	1,007	1,100	4	0	0	0	0	0	1,100
351	Oneida County	4,081	0	0	2,581	1	1	2,435	49.7	5,016
363	Marsing	3,112	37	10	2,975	1	10	100	2	3,112
364	Pleasant Valley	63	NA	NA	NA	NA	NA	NA	NA	NA
365	Bruneau-Grand View	2,646	NR	NR	NR	NR	NR	NR	NR	NR
370	Homedale	4,687	12	12	4,475	1	10	200	4	4,687
371	Payette	7,474	1,460	10	4,454	1	0	1,560	26	7,474
372	New Plymouth	4,290	1,848	9	2,110	1	1	0	0	3,958
373	Fruitland	5,817	5,473	27	381	22	22	1,312	25	7,166
381	American Falls	6,666	709	10	5,000	0.5	0	0	0	5,709
382	Rockland	799	653	16	664	1	0	0	0	1,317
383	Arbon	111	NA	NA	NA	NA	NA	NA	NA	NA
391	Kellogg	6,548	2,455	10	19	0	2	264	6	2,738
392	Mullan	759	0	NR	NR	NR	NR	NR	NR	NR
393	Wallace	3,469	2,391	6	0	0	0	600	15	2,991
394	Avery	60	NA	NA	NA	NA	NA	NA	NA	NA
401	Teton County	5,442	2,000	12	3,000	1	4	442	10	5,442
411	Twin Falls	28,935	908	27	23,942	2	30	675	15	25,525
412	Buhl	5,663	625	4	625	0	4	1,857	40	3,107
413	Filer	5,912	0	0	5,382	1	1	531	11.8	5,912
414	Kimberly	5,246	0	0	4,215	3	3	1,800	30	6,015
415	Hansen	1,998	0	0	1,991	1	1	0	0	1,991
416	Three Creek	16	NA	NA	NA	NA	NA	NA	NA	NA
417	Castleford	1,519	0	0	1,519	0.15	0.15	0	0	1,519
418	Murtaugh	990	0	0	990	0	0	0	0	990
421	McCall-Donnelly	4,194	1,715	7	286	0	2	0	2	2,001
422	Cascade	1,952	583	4	2,270	1	2	100	2	2,953
431	Weiser	6,074	0	0	6,074	0.5	0	0	0	6,074
432	Cambridge	1,208	NA	NA	NA	NA	NA	NA	NA	NA
433	Midvale	512	0	0	512	3	3	0	0	$512
	Totals	$1,000,000	$169,199	1,237	$657,376	145	759	$118,278	2,049	$944,853

NA = no application NR = no report

Appendix D: 1999-2000 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/Talented Child Count 12-1-99	1999-2000 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 1999-2000
1	Boise	498	26,776	1.9%	$758,597
2	Meridian	1,653	22,820	7.2%	747,012
3	Kuna	125	2,824	4.4%	65,488
11	Meadows Valley	6	199	3.0%	0
13	Council	8	373	2.1%	0
21	Marsh Valley	73	1,599	4.6%	41,900
25	Pocatello	421	12,634	3.3%	209,155
33	Bear Lake County	27	1,618	1.7%	0
41	St. Maries	0	1,252	0.0%	0
44	Plummer / Worley	0	563	0.0%	549
52	Snake River	132	2,209	6.0%	60,757
55	Blackfoot	109	4,263	2.6%	87,069
58	Aberdeen	21	955	2.2%	26,640
59	Firth	32	964	3.3%	0
60	Shelley	88	2,100	4.2%	41,858
61	Blaine County	274	3,024	9.1%	271,888
71	Garden Valley	0	324	0.0%	358
72	Basin	23	470	4.9%	0
73	Horseshoe Bend	6	304	2.0%	0
83	West Bonner County	67	1,547	4.3%	26,486
84	Lake Pend Oreille	84	4,147	2.0%	88,724
91	Idaho Falls	402	10,704	3.8%	336,282
92	Swan Valley	0	62	0.0%	0
93	Bonneville	276	7,656	3.6%	163,325
101	Boundary County	28	1,677	1.7%	35,316
111	Butte County	0	622	0.0%	0
121	Camas County	0	190	0.0%	0
131	Nampa	420	10,702	3.9%	225,888
132	Caldwell	2	5,471	0.0%	68,907
133	Wilder	10	514	1.9%	0
134	Middleton	62	2,097	3.0%	34,226
135	Notus	30	343	8.7%	1,245
136	Melba	34	676	5.0%	17,265
137	Parma	48	1,024	4.7%	0
139	Vallivue	63	3,504	1.8%	60,560
148	Grace	17	569	3.0%	3,795
149	North Gem	2	194	1.0%	0
150	Soda Springs	24	1,120	2.1%	27,770
151	Cassia County	56	5,138	1.1%	60,316
161	Clark County	39	240	16.3%	0
171	Orofino	49	1,570	3.1%	$56,009

Appendix D: 1999-2000 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/Talented Child Count 12-1-99	1999-2000 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 1999-2000
181	Challis	0	605	0.0%	$0
182	Mackay	0	284	0.0%	0
191	Prairie	0	5	0.0%	0
192	Glenns Ferry	17	626	2.7%	24,374
193	Mountain Home	70	4,539	1.5%	107,140
201	Preston	64	2,444	2.6%	384
202	West Side	0	573	0.0%	0
215	Fremont County	37	2,682	1.4%	96,833
221	Emmett	95	2,913	3.3%	0
231	Gooding	86	1,341	6.4%	46,667
232	Wendell	80	1,076	7.4%	1,245
233	Hagerman	5	399	1.3%	498
234	Bliss	0	173	0.0%	0
241	Grangeville	33	1,743	1.9%	0
242	Cottonwood	44	495	8.9%	1,609
251	Jefferson County	104	4,022	2.6%	64,810
252	Ririe	0	743	0.0%	0
253	West Jefferson	32	713	4.5%	6,300
261	Jerome	98	3,056	3.2%	66,719
262	Valley	0	681	0.0%	495
271	Coeur d' Alene	886	9,272	9.6%	51,510
272	Lakeland	87	4,151	2.1%	100,086
273	Post Falls	87	4,268	2.0%	61,883
274	Kootenai	11	292	3.8%	40
281	Moscow	216	2,624	8.2%	194,751
282	Genesee	20	331	6.0%	12,807
283	Kendrick	26	365	7.1%	995
285	Potlatch	18	598	3.0%	11,366
286	Whitepine	26	638	4.1%	16,670
291	Salmon	31	1,275	2.4%	0
292	South Lemhi	0	153	0.0%	0
302	Nezperce	11	220	5.0%	332
304	Kamiah	12	613	2.0%	20,806
305	Highland	1	265	0.4%	8,707
312	Shoshone	1	452	0.2%	0
314	Dietrich	16	198	8.1%	649
316	Richfield	13	190	6.8%	675
321	Madison	59	4,124	1.4%	41,622
322	Sugar-Salem	30	1,335	2.2%	45,503
331	Minidoka County	79	4,733	1.7%	76,012
340	Lewiston	119	5,123	2.3%	$342,286

Appendix D: 1999-2000 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/Talented Child Count 12-1-99	1999-2000 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 1999-2000
341	Lapwai	0	557	0.0%	$0
342	Culdesac	3	228	1.3%	0
351	Oneida County	72	1,006	7.2%	0
363	Marsing	36	723	5.0%	0
364	Pleasant Valley	0	29	0.0%	0
365	Bruneau-Grand View	0	577	0.0%	0
370	Homedale	65	1,246	5.2%	0
371	Payette	253	1,999	12.7%	32,571
372	New Plymouth	33	971	3.4%	10,187
373	Fruitland	88	1,409	6.2%	5,946
381	American Falls	66	1,655	4.0%	39,995
382	Rockland	0	168	0.0%	0
383	Arbon	0	19	0.0%	0
391	Kellogg	115	1,476	7.8%	54,865
392	Mullan	7	181	3.9%	738
393	Wallace	37	726	5.1%	25,165
394	Avery	0	32	0.0%	0
401	Teton County	16	1,280	1.3%	13,150
411	Twin Falls	227	7,046	3.2%	71,016
412	Buhl Joint	79	1,419	5.6%	25,173
413	Filer	20	1,361	1.5%	26,799
414	Kimberly	48	1,200	4.0%	18,417
415	Hansen	10	417	2.4%	0
416	Three Creek	0	9	0.0%	0
417	Castleford	13	383	3.4%	0
418	Murtaugh	11	277	4.0%	0
421	McCall-Donnelly	26	1,029	2.5%	1,044
422	Cascade	16	410	3.9%	875
431	Weiser	51	1,659	3.1%	36,386
432	Cambridge	0	245	0.0%	0
433	Midvale	2	118	1.7%	$0
	Totals	9,017	245,226		$5,283,486